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ABSTRACT

Project TACKLE (Together, Addressing the Challenge of Knowledge and Literacy for Employees) was a cooperative project, jointly developed to address employees with the inadequate basic skills necessary to operate modernized, technical equipment and maintain job security. Approximately 500 current employees of General Motors, Flint, Michigan, used the Learning Lab in some capacity throughout the 27-month project period. Project TACKLE brought together a local educational agency (Carman-Ainsworth Community Schools) and the area's predominant industry (General Motors Corporation) to meet the demands of the work force and the challenge of new technology. Specific outcomes were provided through participation in various components of the Learning Lab: (1) adult literacy and basic skills information; (2) adult high school completion; (3) structured classes; (4) limited English proficiency training; (5) basic computer literacy and computer programming; (6) problem solving skills training through the PALS (Principal of the Alphabet Literacy Systems) program; (7) educational and career counseling; and (8) an interpreter for hearing impaired employees. This project met the needs of special populations: people with hearing impairments, those for whom English is a second language, and individuals from diverse backgrounds. An ongoing evaluation was performed for different aspects of the program. At the culmination of each module, the Learning Lab was modified. In addition, each participant was given an exit survey, including program dropouts. (Four appendices are included in this evaluation report: partnership agreement; training needs assessment; dropout questionnaire; and quarterly reports.) (NLA)

ED329746

Project

T. A. C. K. L. E.

Together
Addressing
the Challenges of
Knowledge and
Literacy for
Employees

A Cooperative Project Jointly Developed by
Carman-Ainsworth Community Schools
and
Flint Metal Fabricating Plant
General Motors Corporation

Evaluation Report

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Office of Educational Research and Improvement
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Project T.A.C.K.L.E. Final Evaluation

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PROGRAM ENVIRONMENT

Project T.A.C.K.L.E. (Together, Addressing the Challenge of Knowledge and Literacy for Employees) was a cooperative proposal, jointly developed to address employees with the inadequate basic skills necessary to operate modernized, technical equipment and maintain job security.

Approximately 500 current employees of General Motors, Flint Metal Fabrication Plant, located in Flint, Michigan, used the Learning Lab in some capacity throughout the ~~15~~ 27 month project period. **Project T.A.C.K.L.E.** represented a unique bond between a local educational agency (Carman-Ainsworth Community Schools) and the area's predominant industry (General Motors Corporation), joined together to meet the demands of the workforce and the ever-changing challenge of new technology. Specific outcomes were to be accomplished through participation in various components of the Learning Lab:

1. To provide adult literacy and other basic skills information to approximately 150 Metal Fabrication employees through the Principle of the Alphabet Literary Systems (PALS)* and one-to-one tutoring.
2. To provide adult high school completion through individualized course modules to accommodate approximately 225 employees with limited time and working varied shifts.
3. To provide structured classes for approximately 80 employees with limited credits left in completing their high school education.
4. To provide training for 55 employees with limited English proficiency through the PALS program and individualized tutoring.
5. To provide basic computer literacy training and computer programming for over 200 employees.
6. To improve the critical thinking and problem solving skills of

approximately 600 employees through the PALS program and high school completion courses.

7. To provide educational and career counseling and guidance to any of the 4,000 employees as needed.
8. To provide an interpreter to serve as an instructor and liaison for approximately 15 hearing impaired employees.

*The PALS program is an interactive, computerized literacy training program.

Project T.A.C.K.L.E. also facilitated the needs of special populations: Hearing impaired, English as a second language and diverse backgrounds.

Project T.A.C.K.L.E. went beyond the scope of ordinary maintenance programs in that it served to allay potential social costs connected with inadequate basic skills. The real strength of **Project T.A.C.K.L.E.** was in the design developed by its two partners. The educational expertise of Carman-Ainsworth Community Schools and the willingness and capacity of General Motors Flint Metal Fabrication to provide abundant in-kind resources to assure the success of the project. See Appendix A.

PARTICIPANTS

It was apparent to the General Motors management and the UAW that if General Motors and its employees were to achieve its market share it would be necessary to re-train its workers and introduce new technology to the workplace. Eight percent of the employees were affected in some manner by the new technologies. Fifty percent of the jobs in the plant had changed completely.

Training for the new technology equipment was necessary and it was discovered that one fourth of the employees had less than a high school

education. The cooperative venture of **Project T.A.C.K.L.E.** was designed to assist with the lack of literacy skills of the General Motors' employee. See Appendix C. A Learning Lab was designed and implemented. It goals were:

1. To provide adult literacy and other basic skills information to approximately 150 Metal Fabrication employees through the Principle of the Alphabet Literary Systems (PALS) and one-to-one tutoring.
2. To provide adult high school completion through individualized course modules to accomodate approximately 225 employees with limited time and working varied shifts.
3. To provide structured classes for approximately 80 employees with limited credits left in completing their high school education.
4. To provide training for 55 employees with limited English proficiency through the PALS program and individualized tutoring.
5. To provide basic computer literacy training and computer programming for over 200 employees.
6. To improve the critical thinking and problem solving skills of approximately 600 employees through the PALS program and high school completion courses.
7. To provide educational and career counseling and guidance to any of the 4,000 employees as needed.
8. To provide an interpreter to serve as an instructor and liaison for approximately 15 hearing impaired employees.

The Learning Lab, and particularly the PALS program, specifically addressed the needs of the lower reading level students. The PALS program has achieved tremendous success with numerous students who had limited reading skills. See Appendix D for specific numbers of participants involved

on a quarterly basis.

By providing these employees, whether they be graduates or non-graduates, English speaking or non-English speaking, hearing impaired or not, with the opportunity to improve their reading ability, critical thinking and problem solving skills, math, computer and over-all educational knowledge, these employees will be able to maintain their current positions or advance their careers with the skills necessary to operate new, technical equipment. Each of these individuals will be better prepared for high level training courses offered by General Motors to operate and maintain new equipment. Each employee will be able to accept a promotion or a more technical position because they have the necessary reading and critical thinking skills to advance in their careers. These are opportunities that have been unavailable to many employees that were now possible. Many barriers blocking the way for employees are eliminated so that the employees can adequately perform their jobs or advance to higher-level positions within the plant.

PROGRAM IMPLEMENTATION:

The Learning Lab, operated by the Carman-Ainsworth Community Schools, was housed in the General Motors Flint Metal Fabrication Plant. Metal Fabrication provided three (3) classrooms that seated 25 people comfortably. Classroom 4 housed the PALS Lab and computer training classes. It is important to keep in mind that very seldom were there more than 15-20 students in the lab at any given time. Employees were able to use the lab before and after their working shifts and during occasional breaks. Shift starting and ending times were staggered for different sections of the plant. Classroom 3 was set up in the traditional classroom format for structured classes. Classroom 3 was also available for individual tutoring when not being

used for structured classes. Classroom 2 hosted students working on individualized class modules. Study carrells provided students with independent work stations. Each classroom was equipped with chalkboards, bulletin boards and adequate storage space for materials and supplies. The classrooms were conveniently located next to the cafeteria and the Education and Training Center, areas very familiar to any General Motors (Flint Metal Fabrication Plant) employee.

The Learning Lab was open from 10:30 am to 7:30 pm, Monday through Friday. These hours ensured that people from all shifts were accommodated. Structured classes began at 7:30am and ran until 4:30pm for each 10 week session.

TIME LINE FOR **PROJECT T.A.C.K.L.E.**

The following four (4) month time module is representative of four recurring time modules commencing in months 4, 8, 12, and 15. The last module was condensed to accommodate the termination of the project.

MONTH 1	**MODULE 1**
Weeks 1 & 2	Promotion and Recruitment of Students Open House at the Lab
Week 3	G.E.D. Test Given Structured Classes Begun

The project coordinator, instructors and interpreter (when needed) met with each student to evaluate transcripts and put together a plan for completion of the student's high school credits, also taking into consideration the individual's preferences for electives based on his/her educational and career goals and objectives. Employees who had a high school diploma or higher education could also take courses through individual modules to refresh their skills, prepare for entrance to college or an apprentice program.

Full time teachers monitored the daily progress of students, assisting each student as needed. Students working on individualized modules, in most cases, attended the lab before or after their working shift and during breaks. Students worked at their own pace with a completion date set for each module jointly by the student and instructors. Each student was required to spend approximately 50 hours in the lab for each course they were enrolled in. Course grades were given to each student upon completion of the course(s).

TUTORING

Tutoring was available for any employee in the plant. Tutoring was for reading, hearing impaired students, any high school completion course, college-level courses, apprenticeship training or any other academic area a worker needed assistance in understanding materials. Tutoring provided an additional advantage for those employees enrolled in the apprenticeship program or college courses.

G.E.D. PREPARATION AND TESTING

Employees were able to prepare for the G.E.D. test by working on individual modules set up for each subject area of the G.E.D. test: Math, English, Reading, Social Studies, Science and Writing Skills. A practice test was administered to each student after registration to determine what areas each student needed to concentrate on. Students took tests from the texts and worked with the lab instructor to test readiness for the actual test. G.E.D. testing took place once every two months at the plant. G.E.D. testing was open to any employee of the Metal Fabrication Plant regardless if they were enrolled in the Learning Lab.

PALS Program

The Principle of the Alphabet Literacy System (PALS program) is an interactive instructional program that combines the power of the IBM Personal Computer, as well as the display capabilities of the IBM InfoWindow and videodisc, to teach functionally illiterate adults to read and write. PALS also utilizes the IBM personal computer for touch typing, word and sentence composition, as well as word processing and a 132 page work journal that reinforces the audio and visual information on the videodiscs.

The PALS program is primarily designed for students reading at the sixth grade level or below. This system adequately serves the needs of low-level readers and students who are not proficient in English. In addition, because of the volume controls on the computers and headphones, students who are hearing impaired can also utilize the program. The students placed in the PALS program were identified and placed according to the scores received on the Adult Placement Indicator (API). Further testing was done upon entering the lab with the Stanford Diagnostic Test to generate a meaningful profile so that the student and teacher could better identify specific reading skill deficiencies.

COMPUTER LAB

The computers were utilized for computer literacy training, computer programming and applications, and technical training via means of videodisc from 3:30 pm to 7:30 pm. The computer courses were available to all plant employees.

EDUCATIONAL COUNSELING SERVICES

Educational and career counseling was available to all employees.

Individual appointments were set up with the project coordinator or an instructor to discuss student records and progress throughout the program. Desired college or special help information was made available to all students. Community agencies such as the Voluntary Action Center, Insight, and Connexion were utilized when necessary. Special programs or seminars were set up for students if an interest was shown. All of these agencies offered a variety of services and seminars free of charge. Some of the programs included: Self-esteem, drug and alcohol rehabilitation, parenting, divorce, single-parenting, etc.

The consequences of reduced productivity and sustained unemployment are considerable in terms of human and financial waste. Without addressing the need to improve productivity in the workforce through improvement of needed literacy skills, society is faced with numerous potential social ills and costs.

* **Reduced local, state and federal tax revenues**
* **Diminished productivity**
* **Increased crime/law enforcement, judiciary, penal systems**
* **Higher incidences of welfare dependency, unemployemnt, suicide, deterioration of family units, illicit drug use**

Project T.A.C.K.L.E., a proactive proposal, sought to address the issue at the heart of the problem - in the workplace with a cadre of trained professionals, operating under the guidance of a joint management-labor oversight team that was philosophically and financially committed to obtaining ambitious, yet realistic objectives and outcomes. *In terms of per participant cost, this proposal was considerably far more cost effective than any existing alternative income maintenance type program.*

OUTCOMES

An on-going evaluation was performed through the use of evaluation forms (See Appendix D.) for different aspects of the program. At the culmination of each module the Learning Lab was analyzed and modified as necessary to make every assurance of success for **Project T.A.C.K.L.E.** The following criteria were measured:

1. Total number of employees that participated in each of the following programs:
    - PALS Program
    - Structured classes
    - Tutoring
    - High School Completion
    - Computer Training
    - Educational and Career Counseling
2. Pre and Post test scores from the Adult Placement Indicator (API), Stanford Diagnostic Test and Math Placement Tests (when applicable).
3. Retention rate.
4. Number of employees that took the G.E.D. test and the number that passed it.
5. Number of employees that graduated from the Learning Lab.
6. Number of employees that moved from the PALS program into high school completion courses.
7. Number of employees that participated by their ethnic origin, sex, age.
8. Number of employees that participated who were impaired or handicapped.
9. Number of employees that had received higher job ratings in the past 15 months.
10. Number of employees that had received a promotion in the last 15 months.
11. Number of employees that entered an apprenticeship program.

12. Number of employees that registered for college courses.
13. Number of employees that were graduates taking refresher courses.
14. Placement test scores in relation to the last grade completed in the K-12 program.
15. Number of hearing impaired students served.

Each employee participating in the program was given an exit survey. Those employees who dropped from any of the programs were also given a questionnaire (See Appendix C) to determine why the student dropped and to receive feedback about the program.

APPENDIX A -

PARTNERSHIP AGREEMENT

(Sample)

WORKPLACE LITERACY PARTNERSHIP AGREEMENT

This agreement entered into between Carman-Ainsworth Community Schools and General Motors Corporation (Truck & Bus Division - Flint Metal Fabrication Plant) commences _____, 1988, and remains in effect for fifteen months, terminating _____, 1989. Both parties shall be bound by the proposed activities, conditions and covenants stipulated in the accompanying proposal in response to the Workplace Literacy Partnerships competition (84-198).

Primary responsibilities of the partners include, but are not limited to the following:

General Motors/U.A.W. Local 659

1) Identification and referral of employees to the program.
2) Provision of suitable space, training amenities and appropriate program support.
3) Responsibility for participant involvement.

Carman-Ainsworth Community Schools

1) Provision of instructional staff, project coordination, training/ testing materials, counseling and curriculum development.
2) Responsibility for project implementation, i.e., education, training.

Fiscal agent/grantee for Project T.A.C.K.L.E. is Carman-Ainsworth Community Schools. As such, it assumes legal responsibility for the use of all grant funds and ensures that the project will be implemented by the group in accordance with all applicable federal requirements.

D. E. Mc[illegible]

Plant Manager
Flint Metal Fabrication
Truck and Bus Division
General Motors Corporation

Jane A. Stein

Superintendent
Carman-Ainsworth Community Schools

APPENDIX B -

TRAINING NEEDS ASSESSMENT

TRAINING NEEDS ASSESSMENT REPORT

The purpose of the Training Needs Assessment was to establish the need for a cooperative academic program which included: ABE (Adult Basic Education), Adult High School Completion and GED (General Education Development) programs. It was also the purpose of the assessment to establish the attitudes towards these cooperative academic programs as well as the desirability of these programs. The training needs assessment also identified other educational and/or training needs.

The information gathered from the Training Needs Assessment can be used to improve upon and further develop existing classes, and to set objectives for cooperative new programs and to evaluate these programs.

The Training Needs Assessment was administered to employees on a voluntary basis. Production employees were assessed from all three shifts. Employees from the skilled trades were not actively sought out to participate in this survey. However, several upon hearing of the assessment asked to partake.

The Training Needs Assessment addressed these questions:

1. How many employees are without a high school diploma or GED certificate?
2. What basic skills do employees lack?
3. What percentage of employees lack these skills?
4. How many of these employees would participate in academic programs?
5. What percentage of employees have attended college classes?
6. How many employees would like to attend college?
7. How many employees would like to take classes related to skill trades?

695 hourly employees were given the assessment. The break down according to the number of years employed by General Motors is as follows?

Employed 1 to 10 years	17%
Employed 11 to 20 years	56%
Employed 21 to 29 years	22%
Employed over 30 years	4%

The Training Needs Assessment shows that 21%, or 146 of the 695 Flint Metal Fabricating hourly employees surveyed, do not have a high school diploma. The breakdown according to the seniority is as follows:

Employed 1 to 10 years	--------	16% without a diploma
Employed 11 to 20 years	--------	19% without a diploma
Employed 21 to 29 years	--------	24% without a diploma
Employed over 30 years	--------	52% without a diploma

Of the 21% without a diploma, 11.5% would like to have a diploma and 7% would like to have a GED.

Adult Basic Education

When asked to respond to the question,"'Do you feel your abilities to read, write and perform arithmetic cause you to have difficulties in everyday situations?" 17% of the 695 surveyed responded"Yes". Of the 17% that found difficulty reading, writing and performing arithmetic in everyday situations, 87% would like to take a class to improve reading, writing and arithmetic.

4% of those surveyed responded "Yes" to the question "Do you have problems understanding simple words, signs or labels?"

6% or 43 employees surveyed felt that they would have difficulty completing an application or a form.

7% answered that they could not understand basic written directions, charts, procedures and instructions.

4% cannot understand letters, newspapers or magazines.

14% answered that they would have difficult writing notes, paragraphs and letters.

Mathematics

28% or 196 of the 695 surveyed felt that they needed to review simple addition, subtraction, multiplication and division.

46% or 317 employees have problems with fractions, decimals and percentages.

37% or 254 employees have problems with charts, graphs and measurements.

Reading and Writing Skills

18% or 128 employees had difficulty understanding textbooks, training materials and technical manuals.

55% or 382 people would like to take a class to improve reading speed and the ability to analyze complex materials.

30% or 211 employees viewed themselves as having problems with basic language use: grammar, sentences, punctuation, capitalization and spelling.

Speaking and Listening Skills

11% or 78 employees have problems expressing themselves to other individuals.

28% or 34 employees have problems understanding oral instructions or listening to presentations.

Post High School Training

43% of those surveyed have attended college.

58% want to attend college.

38% would like to take classes towards a skilled trade.

Attitudes

84% of the 695 surveyed said they would spend time in class other than during their shift.

77% responded 'Yes" to the question, "Do you feel that by improving your educational skills you would gain more confidence in performing your work?"

74% would prefer to take classes in the plant.

Carman-Ainsworth is eager to meet General Motors' needs by customizing the curriculum to meet industries specific needs. Not only will General Motors' employees benefit by improving their language or mathematical skills but the industry too will benefit from the increased ability of its employees, for instance, to read and respond to memos, to read safety signs and labels on equipment as well as to write reports or fill out the industry's routine information forms.

APPENDIX C -

DROP OUT QUESTIONNAIRE

DROP OUT QUESTIONNAIRE

NAME (optional) _____

Ethnic origin: ____ Hispanic ____ Asian ____ Indian ____ Black ____ Caucasian ____ Other

Age ____ Sex : M or F Last Grade Completed in Regular School: 5 6 7 8 9 10 11

Hearing Impaired: YES NO

Check the Learning Lab program(s) you participated in:

____ PALS

____ High School Completion

____ Tutoring (What subject areas?)

_____

_____

____ GED Preparation

____ Computer Training

____ Other (please specify)

_____

_____

1. How long were you in the program? _____ months
2. Why are you dropping from the program? _____

_____

3. Did the teachers provide proper assistance to you? YES NO
4. In what ways could the program be improved? _____

_____

5. ADDITIONAL COMMENTS:

_____

_____

_____

_____

_____

_____

8. What could the Learning Lab offer to better prepare you for higher level jobs?

_____

_____

9. Are you considering an apprenticeship program? YES NO

10. Are you currently enrolled in college courses? YES NO

11. Do you plan on enrolling in college level courses? YES NO

12. Career-wise, what do you see yourself doing 5 - 10 years from now? _____

_____

13. What did you like best about the Learning Lab program? _____

_____

_____

14. What did you like least about the Learning Lab program? _____

_____

_____

15. In what ways do you feel the program could be improved? _____

_____

_____

16. Do you feel more comfortable with your academic abilities? YES NO

17. If the program were to continue, would you continue utilizing the Learning Lab?

YES NO If yes, which programs?

_____

18. Would you recommend the Learning Lab to a colleague or friend? YES NO

19. On a scale from 1 - 10 (ten being outstanding), how would you rate the program overall?

_____

1 2 3 4 5 6 7 8 9 10

ADDITIONAL COMMENTS:

UAW

POST TACKLE DEVELOPMENTS

The Tackle project began as a workplace literacy program. Most of the activities were designed to help build and develop the reading and math skills of the General Motors employees. Hundreds of employees spent thousands of hours learning to read, improving their reading skills, building basic math skills, earning a General Education Development Certificate or high school diploma, preparing for college classes and actually enrolling in college classes at the work site.

The evolution of the Tackle program has now launched our partnership from helping people develop basic skills (which is still continuing) to developing the skills workers will need to upgrade their job skills and job security. Recently a local newspaper carried a front page article which detailed the desperate need for workers with advanced technical skills to fill skilled trades positions within General Motors. The relationship between the UAW, General Motors and Carman-Ainsworth Community Schools which was developed through Tackle, was able to respond quickly to this difficult challenge. A new program has been developed which will give many workers the technical skills needed to pass the skilled trades test and will open many new doors of opportunity for both the individual and General Motors. Many of the students in the technical skills program developed their basic skills through Tackle.

This new program brings the partnership into a second phase of workplace literacy. This phase will include the basic skills components (which employees have come to count on) and helping workers develop skills which will keep them and General Motors competitive in a global marketplace. Advanced math, physics and problem solving are just some of the second phase of workplace literacy Carman-Ainsworth Community Schools will be offering with its partners.

APPENDIX D -

QUARTERLY REPORTS

Department of Education
Office of Vocational and Adult Education
Washington, D. C. 20202

WORKPLACE LITERACY QUARTERLY REPORT

Grant Award No. V 198A80

Quarter No. 1

Grantee Carman-Ainsworth Community Schools

Is this program located at the work site?

Yes X No

Project Director Dr. Phil W. Hartman

Phone (313) 732-9770 Ext. 250

Reporting Period from 1/1/89 (Day/Month/Year) to 3/31/89 (Day/Month/Year) (e.g.:1st quarter is 1/1/89-3/31/89)

Number of weeks in training cycle: 12 weeks

Average number of hours per week of Workplace Literacy training: 60 hours

Average number of hours per week of Workplace Literacy training per learner: 5 hours

Types of training funded (for example, basic skills, English as a Second Language, training, etc.

Basic Skills

Computer Literacy

High School & GED Preperation

English as a Second Language

Signature of Project Director/Date

TABLE 1. Profile of Workplace Literacy Participants

Section A. Participants who upon entry into program had: (a)	American Indian or Alaskan Native (b)	Asian or Pacific Islander (c)	Black, not of Hispanic Origin (d)	Hispanic (e)	White, not of Hispanic Origin (f)	Total
1. Years of School Completed or Educational Functioning Level (if known):						
a. Level I (grades 0-8)		1	15	1	35	
b. Level II (grades 9-12)						
Total						

Section B. Participants who upon entry into the program were:	Number of Participants		Total
	Males	Females	
1. Ages:			
16 - 24	Unavailable for this report at this time.		
25 - 44			
45 - 59			
60 and older			
Total			

Table 1A and 1B require reporting on an unduplicated count.
Table 1A grand total must equal Table 1B grant total.

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TABLE 1. Profile of Workplace Literacy Participants (cont'd).

Section C.

Total number of participants* served at each site (if more than one site):

a)	Metal Fab Site Location	61 No. Participants
b)	Site Location	No. Participants
c)	Site Location	No. Participants
d)	Site Location	No. Participants

---

* unduplicated count of individuals who began training in this cyc and remained in training for at least two consecutive weeks.

Section D.

Length of Employment at Work Site:

Time Employed		No. Participants
0 - 5 mos.		
6 - 11 mos.	This information in not	
1 - 5 yrs.		
6 - 10 yrs.	available at this time.	
11 - 15 yrs.		
16 - 20 yrs.		
21 and over		

TABLE 2. Number of Personnel, by Organizational Placement of Job Performed

Organizational Placement and Type of Job Performed (a)	Workplace Literacy Program Personnel		
	Personnel Paid with Grant Funds		
	Total Number of Part-Time Personnel (b)	Total Number Of Full-Time Personnel (c)	Matching or Volunteers (d)
1. Administrative/ Supervisory	0	1	2
2. Teachers	0	2	0
3. Counselors	0	0	1
4. Paraprofessionals	0	0	0
5. Ancillary Service Providers	0	0	3

TABLE 3. Quarterly Budget Information

Section A - Quarterly Outlays by Category for Quarter

	Grant Funds	Matching Contributi
1. Salary and Wages	19,537	
2. Fringe Benefits	980	
3. Travel	1,532	
4. Equipment	56,854	
5. Supplies	1,804	
6. Contractual Services	833	
7. Other (itemize)		
8. Total Direct Outlays (lines 1 to 7)		
9. Total Indirect Outlays		
10. Total Project Outlays this Quarter (lines 8 + 9)	81,540	

Section B - Quarterly Cost Sharing

1. Program Income Received*		
2. Non-Federal Funds (State, local, etc.)		
3. In-Kind Contributions	25,000	

Section C - Release Time

Quarterly Hours of Release Time _____ Quarterly Value _____

---

* If you receive program income, how will it be used?

_____

Have you requested and received approval for this use from the U.S. Department of Education? Y ____ N ____

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TABLE 4. Qualitative Improvement Data to Date

Section A.

Achievement of participants:	No. Participants
1. Tested higher on basic skills	
2. Improved communication skills	
3. Improved safety record	
4. Increased productivity	
5. Improved product quality	
6. Increased efficientcy	
7. Reduced turnover	

Section B.

Methods of getting data for Section A:
(check those used)

1. Surveys of trainees
2. Surveys of line managers and supervisors
3. Pre and post tests of trainees
4. Observation of employee - behavior by managers and/or unions including production rates, time lost on job, etc.
5. Other (describe)

NARRATIVE

Part A: Please provide a one-page status report on your program

Part B: Please provide a one-paragraph projection of activities ne quarter (i.e. will spending be more or less, number of participants increase, new activities added?)

Part C: Please state any concerns you have about project progress.

Sections A & B - Due to the size and complexity of the manufacturing process in this plant, it is not possible to attribute Section A achievements to our projects.

NARRATIVE A

Education Connection, the learning program funded by the T.A.C.K.L.E. project, is now in full operation. We currently have eight programs: A.B.E. (Adult-Basic Education), P.A.L.S. (Principles of Adult Literacy System), E.S.L. (English as a Second Language), G.E.D. lab (General Education Development), Computer classes, Adult High School, Academic Enrichment and college courses. There are approximately 197 students at this time involved in the Education Connection's programs.

In mid-March, the Education Connection's IBM computers were delivered. On April 3, classes began for adult literacy students through the use of IBM's software program PALS. The identification of plant employees who need this literacy training is an on-going process. Employees have recently been identified through a Training Needs Assessment that we are currently conducting in the plant.

The Education Connection's programs have been well received at Flint Metal Fabricating. Employees have shown considerable enthusiasm for the new programs. It is the general consensus by all parties involved in the program that there is great potential through Project T.A.C.K.L.E. for the educational advancement of Flint Metal Fabricating employees. Carman-Ainsworth personnel believe that through promoting, recruiting and implementing this project, along with the dedicated and caring staff and support people involved, the Education Connection will meet the challenges presented.

NARRATIVE B

The second quarter at the Carman-Ainsworth, UAW-GM's Education Connection will see the conclusion of several winter programs and the onset of summer's. Those students who were enrolled or are new to the Adult High School will be beginning their summer term. Students who have achieved the necessary credits to graduate will be awarded their diplomas at a commencement ceremony to be held in late May. Our current literacy students are making remarkable progress and they will continue in through this quarter in the PALS program. New literacy students will start the PALS program on a continuous basis this quarter as they are identified and enrolled. We expect approximately 72 new students enrolled in computer classes. The on-site college English class that began in January is also coming to a conclusion. This class proved to be extremely popular with employees. This quarter will be spent making the necessary arrangements for more college classes in the fall. The Education Connection staff will be doing Training Needs Assessments (TNA) for second and third shift west plant employees. This constitutes approximately 700 people. Recruiting of new students is an on-going process at Flint Metal Fabricating; the TNA has been a successful tool in not only identifying workers with low skills but instrumental to our recruiting.

NARRATIVE C

Carman-Ainsworth, Flint Metal Fabricating and Local 659 of the United Auto Workers do have one concern about this project. We feel that for two reasons at a later date we may have to ask for a no-cost extension. The first problem that the Education Connection encountered was the continual delays in the delivery of our IBM computers. The second problem arose with the time that Flint Metal Fabricating needed to create the space for the academic classes. We feel that although we have achieved measurable success with reaching employees since we have been in operation, our overall target for the fifteen month grant period may not be achieved. We have taken steps to correct this problem. We have increased our lab time for employees from 10:30 a.m. until 11:00 p.m.. This three and a half hour increase has allowed for greater second and third shift participation in the program.

We will also make adjustments in our enrollment forms to gather additional data needed for this report. Approval will be needed from our partners to gather and release this additional information.

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Department of Education
Office of Vocational and Adult Education
Washington, D. C. 20202

WORKPLACE LITERACY QUARTERLY REPORT

Grant Award No. V198A80

Quarter No. 2

Grantee Carman-Ainsworth
Community Schools

Is this program locate at the work site?

Yes X No

Project Director Dr. Phil W. Hartman

Phone (313) 732-9770 Ext. 250

Reporting Period from 4/1/89 (Day/Month/Year) to 6/30/89 (Day/Month/Year)
(e.g.:1st quarter is 1/1/89-3/31/89)

Number of weeks in training cycle: 12 weeks

Average number of hours per week of Workplace Literacy training: 60 hours

Average number of hours per week of Workplace Literacy training per learner: 5 hours

Types of training funded (for example, basic skills, English as a Second Language, training, etc.

Basic Skills

Computer Literacy

High School & GED Preparation

English as a Second Language

Signature of Project Director/Date

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TABLE 1. Profile of Workplace Literacy Participants

Section A. Participants who upon entry into program had: (a)	American Indian or Alaskan Native (b)	Asian or Pacific Islander (c)	Black, not of Hispanic Origin (d)	Hispanic (e)	White, not of Hispanic Origin (f)	Total
1. Years of School Completed or Educational Functioning Level (if known):						
a. Level I (grades 0-8)	0	1	15	1	44	61
b. Level II (grades 9-12)						
Total	0	1	15	1	44	61

Section B. Participants who upon entry into the program were:	Number of Participants		Total
	Males	Females	
1. Ages:			
16 - 24	Unavailable for this report at this time.		
25 - 44			
45 - 59			
60 and older			
Total			

Table 1A and 1B require reporting on an unduplicated count.
Table 1A grand total must equal Table 1B grant total.

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TABLE 1. Profile of Workplace Literacy Participants (cont'd).

Section C.

Total number of participants* served at each site (if more than one site):

a)	Metal Fab Site Location	61 No. Participants
b)	_____ Site Location	_____ No. Participants
c)	_____ Site Location	_____ No. Participants
d)	_____ Site Location	_____ No. Participants

---

* unduplicated count of individuals who began training in this cyc and remained in training for at least two consecutive weeks.

Section D.

Length of Employment at Work Site:

Time Employed		No. Participants
0 - 5 mos.		_____
6 - 11 mos.	This information is not	_____
1 - 5 yrs.		_____
6 - 10 yrs.	available at this time.	_____
11 - 15 yrs.		_____
16 - 20 yrs.		_____
21 and over		_____

TABLE 2. Number of Personnel, by Organizational Placement of Job Performed

Organizational Placement and Type of Job Performed (a)	Workplace Literacy Program Personnel		
	Personnel Paid with Grant Funds		
	Total Number of Part-Time Personnel (b)	Total Number Of Full-Time Personnel (c)	Matching or Volunteers (d)
1. Administrative/ Supervisory	0	1	2
2. Teachers	0	2	0
3. Counselors	0	0	1
4. Paraprofessionals	0	0	0
5. Ancillary Service Providers	0	0	3

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TABLE 3. Quarterly Budget Information

Section A - Quarterly Outlays by Category for Quarter

	Grant Funds	Matching Contributi
1. Salary and Wages	$27,485	
2. Fringe Benefits	1,374	
3. Travel	1,543	
4. Equipment	56,854	
5. Supplies	2,161	
6. Contractual Services	833	
7. Other (itemize)		
8. Total Direct Outlays (lines 1 to 7)		
9. Total Indirect Outlays		
10. Total Project Outlays this Quarter (lines 8 + 9)	$90,250	

Section B - Quarterly Cost Sharing

1. Program Income Received*		
2. Non-Federal Funds (State, local, etc.)		
3. In-Kind Contributions	$34,000	

Section C - Release Time

Quarterly Hours of Release Time _____ Quarterly Value _____

---

* If you receive program income, how will it be used?

_____

Have you requested and received approval for this use from the U.S. Department of Education? Y ____ N ____

TABLE 4. Qualitative Improvement Data to Date

Section A.

Achievement of participants:	No. Participants
1. Tested higher on basic skills	
2. Improved communication skills	
3. Improved safety record	
4. Increased productivity	
5. Improved product quality	
6. Increased efficientcy	
7. Reduced turnover	

Section B.

Methods of getting data for Section A:
(check those used)

1. Surveys of trainees
2. Surveys of line managers and supervisors
3. Pre and post tests of trainees
4. Observation of employee - behavior by managers and/or unions including production rates, time lost on job, etc.
5. Other (describe)

NARRATIVE

Part A: Please provide a one-page status report on your program

Part B: Please provide a one-paragraph projection of activities next quarter (i.e. will spending be more or less, number of participants increase, new activities added?)

Part C: Please state any concerns you have about project progress.

Sections A & B -- Due to the size and complexity of the manufacturing process in this plant, it is not possible to attribute Section A achievements specifically to our projects. G.M. is continually training workers to improve all areas in Section A.

NARRATIVE A

The T.A.C.K.L.E. project's summer months have seen the continuation of its eight programs: A.B.E. (Adult Basic Education), P.A.L.S. (Principles of Adult Literacy System), computer classes, adult high school, academic enrichment and college courses. Participation in these programs is down slightly due to vacations, changeover, and sick leaves. (Elective surgeries are usually scheduled for this time.) This drop in enrollment was anticipated.

The Training Needs Assessment is still in progress. We are now assessing the plants second shift workers. This process is still continuing to be an extremely successful tool. Not only is it effective in identifying needs but also in the recruitment of students.

Employee enthusiasm for these programs is overwhelming. We are looking forward to an even greater success in the fall.

NARRATIVE B

The Carman-Ainsworth, UAW-GM's Education Connection anticipates an exciting third quarter. Due to the availability of more classroom space, and the on-going commitment by General Motors, we will be able to service a greater number of employees.

General Motors has responded to the success of the program with an even greater commitment to the educational development of its employees. We will be beginning a program for approximately 45 employees who will be released from their job for an eight hour shift in order to attend school. We feel that the initiation of this paid release time of 45 employees illustrates the success of our adult literacy program and our other strong academic programs.

NARRATIVE C

At this time Carman-Ainsworth, Flint Metal Fabricating and Local 659 of the United Auto Workers have no new concerns regarding the TACKLE PROJECT. However, we still have the same concern that we had at the time of our last report. It may be necessary at a future date to ask for a no-cost extension. Faced with the many delays we experienced at the on-set of the grant, we feel that we have not reached the number of students that we should have by this time. We are working hard to regain this lost enrollment. The increase in available classroom space will enable us to expand our services and reach some of this lost enrollment.

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Department of Education
Office of Vocational and Adult Education
Washington, D. C. 20202

WORKPLACE LITERACY QUARTERLY REPORT

Grant Award No. V 198A80

Quarter No. 3

Grantee Carman-Ainsworth Community Schools

Is this program located at the work site?

Yes X No

Project Director Dr. Phil W. Hartman

Phone (313) 732-9770 Ext. 250

Reporting Period from 7/1/89 (Day/Month/Year) to 10/31/89 (Day/Month/Year) (e.g.:1st quarter is 1/1/89-3/31/89)

Number of weeks in training cycle: 12 weeks

Average number of hours per week of Workplace Literacy training: 60 hours

Average number of hours per week of Workplace Literacy training per learner: 5 hours

Types of training funded (for example, basic skills, English as a Second Language, training, etc.

Basic Skills

Computer Literacy

High School & GED Prepara

English as a Second Langua

Signature of Project Director/Date

DEPARTMENT OF EDUCATION
OFFICE OF VOCATIONAL AND ADULT EDUCATION
WASHINGTON, D.C. 20202-7300

TABLE 1. Profile of Workplace Literacy Participants

Section A. Participants who upon entry into program had: (a)	American Indian or Alaskan Native (b)	Asian or Pacific Islander (c)	Black, not of Hispanic Origin (d)	Hispanic (e)	White, not of Hispanic Origin (f)	Total
1. Years of School Completed or Educational Functioning Level (if known): a. Level I (grades 0-8) b. Level II (grades 9-12)						235
Total						

Section B. Participants who upon entry into the program were:	Number of Participants		Total
	Males	Females	
1. Ages:			
16 - 24	Not Available		
25 - 44			
45 - 59			
60 and older			
Total			

Table 1A and 1B require reporting on an unduplicated count.
Table 1A grand total must equal Table 1B grant total.

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TABLE 1. Profile of Workplace Literacy Participants (cont'd).

Section C.

Total number of participants* served at each site (if more than one site):

a)	Metal Fab Site Location	235 No. Participants
b)	_____ Site Location	_____ No. Participants
c)	_____ Site Location	_____ No. Participants
d)	_____ Site Location	_____ No. Participants

---

* unduplicated count of individuals who began training in this cycle and remained in training for at least two consecutive weeks.

Section D.

Length of Employment at Work Site:

Time Employed	No. Participants
0 - 5 mos.	_____
6 - 11 mos.	_____
1 - 5 yrs.	_____
6 - 10 yrs.	_____
11 - 15 yrs.	_____
16 - 20 yrs.	_____
21 and over	_____

Section E.

Proposed Number of Individuals to be Served _____

Actual Number of Individuals to be Served _____

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TABLE 2. Number of Personnel, by Organizational Placement of Job Performed

Organizational Placement and Type of Job Performed (a)	Workplace Literacy Program Personnel		
	Personnel Paid with Grant Funds		
	Total Number of Part-Time Personnel (b)	Total Number Of Full-Time Personnel (c)	Matching or Volunteers (d)
1. Administrative/ Supervisory	0	1	2
2. Teachers	0	2	0
3. Counselors	0	0	1
4. Paraprofessionals	0	0	0
5. Ancillary Service Providers	0	0	3

K-Kid
3rd generation budget

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TABLE 3. Quarterly Budget Information

Section A - Quarterly Outlays by Category for Quarter

	Grant Funds	Matching Contributions
1. Salary and Wages	$ 43,197	
2. Fringe Benefits	3,304	
3. Travel	1,554	
4. Equipment	56,854	
5. Supplies	2,443	
6. Contractual Services	833	
7. Other (itemize)		
8. Total Direct Outlays (lines 1 to 7)		
9. Total Indirect Outlays		
10. Total Project Outlays this Quarter (lines 8 + 9)	$108,185	

Section B - Quarterly Cost Sharing

1. Program Income Received*		
2. Non-Federal Funds (State, local, etc.)		
3. In-Kind Contributions	$ 42,000	

Section C - Release Time

Quarterly Hours of Release Time _____ Quarterly Value _____

---

* If you receive program income, how will it be used?

_____

Have you requested and received approval for this use from the U.S. Department of Education? Y ____ N ____

TABLE 4. Qualitative Improvement
Data to Date

Section A.

Achievement of participants:	No. Participants
1. Tested higher on basic skills	
2. Improved communication skills	
3. Improved safety record	
4. Increased productivity	
5. Improved product quality	
6. Increased efficientcy	
7. Reduced turnover	

Section B.

Methods of getting data for Section A:
(check those used)

1. Surveys of trainees
2. Surveys of line managers and supervisors
3. Pre and post tests of trainees
4. Observation of employee - behavior by managers and/or unions including production rates, time lost on job, etc.
5. Other (describe)

NARRATIVE

Part A: Please provide a one-page status report on your program

Part B: Please provide a one-paragraph projection of activities next quarter (i.e. will spending be more or less, number of participants increase, new activities added?)

Part C: Please state any concerns you have about project progress.

Section A & B - Due to the size and complexity of the manufacturir process in this plant, it is not possible to attribute Section A achievements to our projects.

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UAW

NARRATIVE A

The T.A.C.K.L.E. project is going well. We have seen an increase in employee participation. This increase is largely due to an increased number of employees placed in Metal Fabricating's Jobs Bank. Jobs' Bank is a program where employees are placed when the plant is experiencing a shortage of work. This takes the place of employee lay-off. There is one advantages to the Jobs' Bank, employees in the bank can take the place of people in production positions who need to upgrade their academic skills. This allows the employee with low level skills to attend school on a full time basis (eight hours a day). We are also in the process of initiating new classes in industrial math and reading comprehension which will prepare employee for taking the skilled trades test. The 1989-1990 school year has seen a successful start to the Computer classes, G.E.D. lab, PALS Lab, adult high school, and college courses.

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UAW

NARRATIVE B

Next quarter should see the continuation of the programs and services already being offered: English as a Second Language, G.E.D. Lab (General Education Development), PALS Lab (Principle of Adult Literacy), Adult High School Completion, Charles Stewart Mott Community College classes, and Pre-Industrial Math and Reading Comprehensin courses. It is our hope that through the use of our new facility and the plants creation of a Jobs' Bank our numbers will continue to grow. At this time we do not project that spending will vary much from this last quarter.

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UAW

NARRATIVE C

At the time of this quarterly report we do not have any express concerns. However, we still feel a compelling need to reach those employees that have not yet been identified, or have been unable to take advantage of the services that the T.A.C.K.L.E project has had to offer. This slow start was due to the unavailability of classroom space and the delayed shipment in our Adult literacy hardware and software. We wish to make up for this slow start and meet the academic needs of all Flint Metal Fabricating Employees. This desire has only been heightened with the increased availability of classroom space and the creation of the plant Jobs' Bank. It is a mixed blessing for this plant to have a Job's Bank. The Jobs' Bank creates more opportunities for individuals to take part in classes. Yet, at the same time illustrates the dire need employees have for academic training should production in this plant continue to decline to the point that employees would have to take permanent lay-offs and not have the advantage of a Jobs' Bank.

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Department of Education
Office of Vocational and Adult Education
Washington, D. C. 20202

WORKPLACE LITERACY QUARTERLY REPORT

Grant Award No. V 198A80

Quarter No. 4th

Grantee Carman-Ainsworth Community Schools

Is this program located at the work site?

Yes x No

Project Director Dr. Phil W. Hartman

Phone (313) 732-9770 Ext. 250

Reporting Period from 10-1-89 (Day/Month/Year) to 12-31-89 (Day/Month/Year)
(e.g.:1st quarter is 1/1/89-3/31/89)

Number of weeks in training cycle: 12 weeks

Average number of hours per week of Workplace Literacy training: 60 hours

Average number of hours per week of Workplace Literacy training per learner: 5 hours

Types of training funded (for example, basic skills, English as a Second Language, training, etc.

Basic Skills

Computer Literacy

High School & GED Preparation

English as a Second Language

Signature of Project Director/Date

OFFICE OF VOCATIONAL AND ADULT EDUCATION
WASHINGTON, D.C. 20202-7300

TABLE 1. Profile of Workplace Literacy Participants

Section A. Participants who upon entry into program had: (a)	American Indian or Alaskan Native (b)	Asian or Pacific Islander (c)	Black, not of Hispanic Origin (d)	Hispanic (e)	White, not of Hispanic Origin (f)	Total
1. Years of School Completed or Educational Functioning Level (if known): a. Level I (grades 0-8) b. Level II (grades 9-12)						150
Total						

Section B. Participants who upon entry into the program were:	Number of Participants		Total
	Males	Females	
1. Ages:			
16 - 24			
25 - 44			
45 - 59			
60 and older			
Total			

55

Table 1A and 1B require reporting on an unduplicated count.
Table 1A grand total must equal Table 1B grant total.

54

Detailed information not available due to agreement with plant.

TABLE 1. Profile of Workplace Literacy Participants (cont'd).

Section C.

Total number of participants* served at each site (if more than one site):

a)	Metal Fab	150
	Site Location	No. Participants
b)	_____	_____
	Site Location	No. Participants
c)	_____	_____
	Site Location	No. Participants
d)	_____	_____
	Site Location	No. Participants

---

* unduplicated count of individuals who began training in this cycle and remained in training for at least two consecutive weeks.

Section D.

Length of Employment at Work Site:

Time Employed		No. Participants
0 - 5 mos.		_____
6 - 11 mos.	This information is not	_____
1 - 5 yrs.		_____
6 - 10 yrs.	available at this time.	_____
11 - 15 yrs.		_____
16 - 20 yrs.		_____
21 and over		_____

Section E.

Proposed Number of Individuals to be Served _____

Actual Number of Individuals to be Served _____

TABLE 2. Number of Personnel, by Organizational Placement of Job Performed

Organizational Placement and Type of Job Performed (a)	Workplace Literacy Program Personnel		
	Personnel Paid with Grant Funds		
	Total Number of Part-Time Personnel (b)	Total Number Of Full-Time Personnel (c)	Matching or Volunteers (d)
1. Administrative/ Supervisory	0	1	2
2. Teachers	0	5	0
3. Counselors	0	0	1
4. Paraprofessionals	0	1	0
5. Ancillary Service Providers	0	0	3

TABLE 3. Quarterly Budget Information

Section A - Quarterly Outlays by Category for Quarter

	Grant Funds	Matching Contributions
1. Salary and Wages	54,466	
2. Fringe Benefits	4,284	
3. Travel	1,385	
4. Equipment	56,854	
5. Supplies	2,570	
6. Contractual Services	833	
7. Other (itemize)		
8. Total Direct Outlays (lines 1 to 7)		
9. Total Indirect Outlays		
10. Total Project Outlays this Quarter (lines 8 + 9)	120,342	

Section B - Quarterly Cost Sharing

1. Program Income Received*		
2. Non-Federal Funds (State, local, etc.)		
3. In-Kind Contributions	47,500	

Section C - Release Time

Quarterly Hours of Release Time _____ Quarterly Value _____

---

* If you receive program income, how will it be used?

_____

Have you requested and received approval for this use from the U.S. Department of Education? Y ____ N ____

TABLE 4. Qualitative Improvement Data to Date

Section A.

Achievement of participants:	No. Participants
1. Tested higher on basic skills	
2. Improved communication skills	
3. Improved safety record	
4. Increased productivity	
5. Improved product quality	
6. Increased efficientcy	
7. Reduced turnover	

Section B.

Methods of getting data for Section A:
(check those used)

1. Surveys of trainees
2. Surveys of line managers and supervisors
3. Pre and post tests of trainees
4. Observation of employee - behavior by managers and/or unions including production rates, time lost on job, etc.
5. Other (describe)

NARRATIVE

Part A: Please provide a one-page status report on your program

Part B: Please provide a one-paragraph projection of activities next quarter (i.e. will spending be more or less, number of participants increase, new activities added?)

Part C: Please state any concerns you have about project progress.

Section A & B - Due to the size and complexity of the manufacturing process in this plant, it is not possible to attribute Section A achievements to our projects.

NARRATIVE A

In this quarter, the Education Connection has seen a continued growth in employee participation. The Education Connection is continuing to offer eight academic programs: A.B.E. (Adult Basic Education), P.A.L.S. (Principles of Adult Literacy System, E.S.L. (English as a Second Language), G.E.D. (General Education Development), Computer classes, Adult High School, Academic Enrichment and College classes.

An Industrial Math course began in this quarter. This class is designed to bring employee math skills up to a level of competence that will allow them to satisfactorily pass the skilled trades test. Entrance to the skilled trades program rest on the employee's ability to do this.

Car sales fell during this quarter. Because of this, Flint Metal Fabricating employees were affected with a series of short-term lay-offs and all over-time was suspended. During this period, we had a noticeable increase in enrollment. When job security is threatened, the unskilled employee is faced with the need to improve his/her academic skills.

NARRATIVE B

The next quarter will see the start of three new academic activities. The first is a paid release, short term academic enrichment program for employees currently in the plant's JOBS bank. This is a two week program aimed at refreshing academic skills in the basic areas while permitting the employee to slowly be reacclimated to the classroom. It is our hope that non-readers and low skill students will gain the confidence they need to leave this program and enter our traditional school program. The second, is a computer class designed exclusively for the hearing impaired employee. There are approximately 25 hearing impaired employees that require the use of an American Sign Language tutor. The third new activity is a computer course in Symphony software. The new course should be a great asset to employees. Symphony is the primary software used in the plant. As employees acquire knowledge in Symphony, it should aid them in attaining new and better jobs within the plant, as well as make them more marketable should they look for employment outside General Motors.

NARRATIVE C

Carman-Ainsworth, Flint Metal Fabricating and Local 659 of the United Auto Workers have no new concerns at this time. However, we still feel as though there is a need for a continued no cost extension. Because of General Motors' decline in market share, many employees were forced to take lay-offs or enter the plants JOBS bank - (which often reassigns the employee to work outside the plant). This situation prevented many employees from taking advantage of the program, yet at the same time increased the awareness of the necessity to have good academic skills. There is a concern for may that these temporary lay-offs will become permanent and that they will need to seek new employment. Without good academic skills, the calibre of jobs and the likelihood of maintaining their standard of life style s almost impossible. It is for this reason that this program is so vital to Metal Fabricating's employees and to the city of Flint.

Department of Education
Office of Vocational and Adult Education
Washington, D. C. 20202

WORKPLACE LITERACY QUARTERLY REPORT

Grant Award No. V 198A80

Quarter No. 5th

Grantee Carman-Ainsworth Community Schools

Is this program located at the work site?

Yes X No ____

Project Director Dr. Phil W. Hartman

Phone (313) 732-9770 Ext. 250

Reporting Period from 1-1-90 (Day/Month/Year) to 3-31-90 (Day/Month/Year)
(e.g.:1st quarter is 1/1/89-3/31/89)

Number of weeks in training cycle: 12 weeks

Average number of hours per week of Workplace Literacy training: 60 hours

Average number of hours per week of Workplace Literacy training per learner: 5 hours

Types of training funded (for example, basic skills, English as a Second Language, training, etc.

Basic Skills

Computer Literacy

High School & GED Preparation

English as a Second Language

Signature of Project Director/Date

TABLE 1. Profile of Workplace Literacy Participants

Section A. Participants who upon entry into program had: (a)	American Indian or Alaskan Native (b)	Asian or Pacific Islander (c)	Black, not of Hispanic Origin (d)	Hispanic (e)	White, not of Hispanic Origin (f)	Total
1. Years of School Completed or Educational Functioning Level (if known): a. Level I (grades 0-8) b. Level II (grades 9-12)						92
Total						

Section B. Participants who upon entry into the program were:	Number of Participants		Total
	Males	Females	
1. Ages: 16 - 24 25 - 44 45 - 59 60 and older			
Total			

Table 1A and 1B require reporting on an unduplicated count.
Table 1A grand total must equal Table 1B grant total.

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TABLE 1. Profile of Workplace Literacy Participants (cont'd).

Section C.

Total number of participants* served at each site (if more than one site):

a)	Metal Fab Site Location	150 No. Participants
b)	_____ Site Location	_____ No. Participants
c)	_____ Site Location	_____ No. Participants
d)	_____ Site Location	_____ No. Participants

---

* unduplicated count of individuals who began training in this cycle and remained in training for at least two consecutive weeks.

Section D.

Length of Employment at Work Site:

Time Employed		No. Participants
0 - 5 mos.		_____
6 - 11 mos.	This information is not	_____
1 - 5 yrs.		_____
6 - 10 yrs.	available at this time.	_____
11 - 15 yrs.		_____
16 - 20 yrs.		_____
21 and over		_____

Section E.

Proposed Number of Individuals to be Served _____

Actual Number of Individuals to be Served _____

TABLE 2. Number of Personnel, by Organizational Placement of Job Performed

Organizational Placement and Type of Job Performed (a)	Workplace Literacy Program Personnel		
	Personnel Paid with Grant Funds		
	Total Number of Part-Time Personnel (b)	Total Number Of Full-Time Personnel (c)	Matching or Volunteers (d)
1. Administrative/ Supervisory	0	1	2
2. Teachers	0	5	0
3. Counselors	0	0	1
4. Paraprofessionals	0	1	0
5. Ancillary Service Providers	0	0	3

TABLE 3. Quarterly Budget Information

Section A - Quarterly Outlays by Category for Quarter

	Grant Funds	Matching Contributions
1. Salary and Wages	20,770	
2. Fringe Benefits	1,039	
3. Travel		
4. Equipment		
5. Supplies	3,024	
6. Contractual Services		
7. Other (itemize)		
8. Total Direct Outlays (lines 1 to 7)	24,833	
9. Total Indirect Outlays		
10. Total Project Outlays this Quarter (lines 8 + 9)	24,833	

Section B - Quarterly Cost Sharing

1. Program Income Received*		
2. Non-Federal Funds (State, local, etc.)		
3. In-Kind Contributions	10,000	

Section C - Release Time

Quarterly Hours of Release Time _____ Quarterly Value _____

---

* If you receive program income, how will it be used?

_____

Have you requested and received approval for this use from the U.S. Department of Education? Y ____ N ____

TABLE 4. Qualitative Improvement Data to Date

Section A.

Achievement of participants:	No. Participants
1. Tested higher on basic skills	
2. Improved communication skills	
3. Improved safety record	
4. Increased productivity	
5. Improved product quality	
6. Increased efficientcy	
7. Reduced turnover	

Section B.

Methods of getting data for Section A:
(check those used)

1. Surveys of trainees
2. Surveys of line managers and supervisors
3. Pre and post tests of trainees
4. Observation of employee - behavior by managers and/or unions including production rates, time lost on job, etc.
5. Other (describe)

NARRATIVE

Part A: Please provide a one-page status report on your program

Part B: Please provide a one-paragraph projection of activities next quarter (i.e. will spending be more or less, number of participants increase, new activities added?)

Part C: Please state any concerns you have about project progress.

Section A & B - Due to the size and complexity of the manufacturing process in this plant, it is not possible to attribute Section A achievements to our projects.

NARRATIVE A

The first quarter of this year offered employees academic opportunities in twelve different programs: A.B.E. (Adult Basic Education), P.A.L.S. (Principle of Adult Literacy System), E.S.L. (English as a Second Language), G.E.D. (General Education Development), Computer Classes, Adult High School, Industrial Mathematics, Jobs Bank Academic Enrichment, Computer classes for the Hearing Impaired, Symphony Software Workshops, and Academic Enrichment and College classes.

The Education Connection is in the process of concluding its Training Needs Assessments. The Training Needs Assessments will have been administered to all of Metal Fab's employees on production. The information gathered from this instrument should help us improve existing programs and implement new programs where needs have been identified.

NARRATIVE B

The next quarter will see the continuation of the same twelve academic programs. This quarter there will be an emphasis placed on adult high school graduation, and certificates of completions awards. These events generate considerable attention throughout the plant. We capitalize from this publicity during our summer recruitment which begins at the same time.

NARRATIVE C

Car sales continue to lag, and this has had an adverse effect on Flint, Michigan and on Flint Metal Fabricating's employees. Our plant continues to face short-term lay-offs and a very real possibility of permanent lay-offs. This situation prevents many employees from taking advantage of the Education Connection's programs. Employees fortunate enough to be removed from their job and placed in the plant's JOBS bank, versus being laid off, are often reassigned to work outside the plant. This situation has prevented many employees from taking advantage of the Education Connection's programs; and for those in the bank it means continual interruptions in their school work. Should these lay-offs become permanent, many employees will be forced to enter the job market with little or no skills.

The only positive side to this crisis is that employee awareness of the necessity of good academic skills is heightened. It is for this reason that it is so important that this program continue.

Department of Education
Office of Vocational and Adult Education
Washington, D. C. 20202

WORKPLACE LITERACY QUARTERLY REPORT

Grant Award No. V 198A80

Quarter No. 6

Grantee Carman-Ainsworth Community Schools

Is this program located at the work site?

Yes X No

Project Director Dr. Phil W. Hartman

Phone (313) 732-9770 Ext. 250

Reporting Period from 4/1/90 (Day/Month/Year) to 6/30/90 (Day/Month/Year)
(e.g.:1st quarter is 1/1/89-3/31/89)

Number of weeks in training cycle: 12 weeks

Average number of hours per week of Workplace Literacy training: 60 hours

Average number of hours per week of Workplace Literacy training per learner: 5 hours

Types of training funded (for example, basic skills, English as a Second Language, training, etc.

Basic Skills

High School & GED Preparation

English as a Second Language

Phil W Hartman
Signature of Project Director/Date

TABLE 1. Profile of Workplace Literacy Participants

Section A. Participants who upon entry into program had: (a)	American Indian or Alaskan Native (b)	Asian or Pacific Islander (c)	Black, not of Hispanic Origin (d)	Hispanic (e)	White, not of Hispanic Origin (f)	Total
1. Years of School Completed or Educational Functioning Level (if known):						
a. Level I (grades 0-8)	0	0	4	1	30	35
b. Level II (grades 9-12)						
Total						

Section B. Participants who upon entry into the program were:	Number of Participants		Total
	Males	Females	
1. Ages:			
16 - 24	Unavailable for this report at this time.		
25 - 44			
45 - 59			
60 and older			
Total			

Table 1A and 1B require reporting on an unduplicated count.
Table 1A grand total must equal Table 1B grant total.

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TABLE 1. Profile of Workplace Literacy Participants (cont'd).

Section C.

Total number of participants* served at each site (if more than one site):

	Site Location	No. Participants
a)	Metal Fab	150
b)		
c)		
d)		

---

* unduplicated count of individuals who began training in this cycle and remained in training for at least two consecutive weeks.

Section D.

Length of Employment at Work Site:

Time Employed		No. Participants
0 - 5 mos.	This information is not available at this time.	
6 - 11 mos.		
1 - 5 yrs.		
6 - 10 yrs.		
11 - 15 yrs.		
16 - 20 yrs.		
21 and over		

Section E.

Proposed Number of Individuals to be Served _____

Actual Number of Individuals to be Served _____

TABLE 2. Number of Personnel, by Organizational Placement of Job Performed

Organizational Placement and Type of Job Performed (a)	Workplace Literacy Program Personnel		
	Personnel Paid with Grant Funds		
	Total Number of Part-Time Personnel (b)	Total Number Of Full-Time Personnel (c)	Matching or Volunteers (d)
1. Administrative/ Supervisory	0	1	2
2. Teachers	0	3	0
3. Counselors	0	0	1
4. Paraprofessionals	0	0	0
5. Ancillary Service Providers	0	0	3

TABLE 3. Quarterly Budget Information

Section A - Quarterly Outlays by Category for Quarter

	Grant Funds	Matching Contributions
1. Salary and Wages	24356	
2. Fringe Benefits	2922	
3. Travel		
4. Equipment		
5. Supplies	789	
6. Contractual Services		
7. Other (itemize)		
8. Total Direct Outlays (lines 1 to 7)	28067	
9. Total Indirect Outlays		
10. Total Project Outlays this Quarter (lines 8 + 9)		

Section B - Quarterly Cost Sharing

1. Program Income Received*		
2. Non-Federal Funds (State, local, etc.)		
3. In-Kind Contributions	10,000	

Section C - Release Time

Quarterly Hours of Release Time _____ Quarterly Value _____

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* If you receive program income, how will it be used?

_____

Have you requested and received approval for this use from the U.S. Department of Education? Y ____ N ____

TABLE 4. Qualitative Improvement
Data to Date

Section A.

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Section B.

Methods of getting data for Section A:
(check those used)

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2. Surveys of line managers and supervisors
3. Pre and post tests of trainees
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5. Other (describe)

NARRATIVE

Part A: Please provide a one-page status report on your program

Part B: Please provide a one-paragraph projection of activities next quarter (i.e. will spending be more or less, number of participants increase, new activities added?)

Part C: Please state any concerns you have about project progress.

NARRATIVE A

April and May saw the completion of the Education Connection's winter semester. The paid release program was reviewed by the Community Services staff of Carman-Ainsworth School district as well as General Motors' and the United Auto Workers' Education and Training staff. The overwhelming consensus was that the program was a success. Employees benefitted as well as industry and the community.

The Learning Lab continued to function in much the same way as it had. The only big change being in the growing number of industrial skills students. These students seem to be acutely aware of the changing technologies in the plant and that job security could be linked with the ability to meet General Motors' changing needs. Students in the industrial skills program focus mainly on improving math and reading skills.

The Training Needs Assessment continued through-out this period. It is expected to be completed in late August.

The PALS' computer lab received six new students. The preliminary results to the Training Needs Assessment suggest that employees needing basic skills could be as high as 18% of the plant's population. Hopefully, PALS will grow measurably as the Training Needs Assessment is concluded and these employees are identified and placed into the program.

NARRATIVE B

The Education Connection's programs will all continue next quarter with the exception of the paid release program. The paid release program should resume late September. Enrollment is expected to decline somewhat. Enrollment in the summer is typically down due to vacations and lay-offs. The Training Needs Assessment results will be tabulated and a report submitted to General Motors. The report will also include recommendations for educational programs based on the results found in the Training Needs Assessment.